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KENNETH C. ROYALL

The Honorable Kenneth C. Royall, Under Secretary of War, is a native of North Carolina. A graduate of the University of North Carolina and Harvard University Law School, he edited the *Harvard Law Review* during the period 1915-1917. During World War I he served overseas in the Field Artillery as a battery officer. After his return to civil life in 1919 he practiced law in North Carolina and also served in the North Carolina State Senate. In June 1942 he was commissioned a colonel in the Army of the United States and served as Chief, Legal Section, Fiscal Division, Hq ASF. In May 1943 he became Deputy Fiscal Director, ASF, and was promoted to brigadier general. On 9 November, 1945 he took the oath as Under Secretary of War, having been relieved from active duty the previous day. He was awarded the Distinguished Service Medal for his services in World War II.

... AND JUSTICE FOR ALL

In a speech at Rochester, New York, on 14 May 1946, The Honorable Kenneth C. Royall, Under Secretary of War, presented the facts about the administration of military justice before a meeting of the Bar Association. The following excerpts from that speech should serve as a useful reference for commanders, who are charged with providing information to troops and information to the public.

WIDE publicity has been given to the number of soldiers executed under sentences of military courts. There have been 141 of them. One was for desertion, and the rest were either for first degree murder or rape or a combination of the two.

Some proportionate comparisons may be helpful—comparisons based, of course, on the rate per man-year. The rate of executions for World War II is about 25 per cent less than the rate in World War I. In other words, there were five and a half times as many man-years in the Second World War as in the First, but only four times as many executions. The comparison with other major wars of this country is even more startling. The rate in the Civil War on the Union side was more than ten times the rate of World War II. With an aggregate total of slightly more than 2,000,000 Union troops in the Civil War, there were, during its four-year period, 267 executions. At the Civil War rate, then, there would have been about 1,450 executions in this war instead of 141. As far as death sentences are concerned, this was our most merciful Army; and the difference between the proportionate number of death sentences in the Army and in civil life, in States where the death sentence is authorized, is surprisingly small.

A thorough examination of the records of each death sentence shows some other important facts: The single case of desertion was committed defiantly and under circumstances which were calculated to have a serious effect upon part of a

specific operation in the European Theater. If a man is ever to be executed for desertion—and our Congress, as well as other nations so decree—this was a case when the sentence should have been imposed. No death sentence was imposed for murder or rape of a Japanese or a German with one qualified exception: In the European Theater a soldier was executed for rape of a German girl plus the murder of a neutral citizen, a Swede. Of course, the offense against the neutral citizen alone justified the sentence. Four soldiers were executed for a joint crime against Italian civilians, a most atrocious case of rape which I do not like to detail. In all of the other rape cases and murder cases the victims were American soldiers, American civilians or Allied civilians. The murder cases were, in each instance, cold-blooded, premeditated crimes. The rape cases were of the most atrocious kind. There was not a single execution for rape where there had been any previous acquaintance between the accused and his victim.

I do not wish to debate the question as to whether Congress is right or wrong in prescribing the death penalty for first degree murder and in authorizing the death penalty for rape; or whether Congress is right in providing the same penalties for civilians under the Federal Penal Code. So long as the Articles of War remain as they are, the convictions and sentences in the 140 murder and rape cases were just convictions and sentences. On the same facts and under the same laws there would have been at least as many in the average civil court. I believe there would have been more.

Next, consider the charge that the Army courts-martial have made errors, both in convictions and acquittals. No court is free from such errors. But, if the record of civil courts is any criterion, then certainly the mistakes of military courts have been in trying and convicting too few rather than too many. For during the war years, as well as during peace years, the percentage of young men of military age convicted and sentenced by civil courts for non-military crimes was two to three times greater than the percentage of those convicted by military courts-martial.

Nor is there any merit in the statement that courts-martial convict an undue percentage of enlisted men as compared with officers. Although a great majority of our officers were competitively selected for character as well as ability, the figures show that, of the convictions, about 9 or 10 per cent are officers

—which is just about the same proportion of officers to enlisted men in the entire Army. Nor can it be established that, on the whole, for the same offenses, the enlisted man was more severely punished than the officer. There are examples each way, and most of the distinctions in sentences are based on sound differences of fact. Here again, of course, there must have been some mistakes, but the blanket statement of “double standard of justice” is simply not true.

The persistent critic also says that the sentences of all soldiers—officers and enlisted men—are excessive. This criticism has been so widespread that many good citizens doubtless believe it to be true. But this belief comes largely from incorrect accounts of specific cases, accounts given by soldiers and carried in the press without ascertaining the facts.

If you believed the stories told you in a civil prison, you would conclude that all the prisoners were “framed” by the State or by their own defense counsel, that the judge and the jury were influenced or “fixed” by politics or prejudice or even by money. You would find that the poor prisoners were not guilty at all or, if they admitted a “technical guilt”, there were always extenuating circumstances—which, incidentally, were not proven at the trial. And the sentences would all be harsh and too severe.

You would come away from the civil prison with a hopeless feeling about justice and its administration. Of course, you would not believe these prisoners, and neither would anyone else. Yet, put these same men in uniform, and the wildest kind of stories are blazoned across the front pages and are believed by many of the readers.

In actually evaluating the fairness of court-martial sentences, effect must be given to the initial and automatic review of every general court-martial case by the War Department Clemency Board. This, in a real sense, is a part of the original judicial process. The subsequent semi-annual reviews and the procedure for restoration to duty are the real analogies to executive clemency in civil life. Remembering this fact and giving weight to the more serious nature of certain crimes, when committed by members of a closely compact organization—and particularly when committed by members of a combat organization—I do not believe that the comparison of Army sentences will seem disproportionate as compared with sentences for similar offenses in a civil court.

In the case of strictly military offenses, the sentences are much lighter than those of any other nation in this war, and lighter than those imposed by the American Army in any previous war. In both classes of offenses, you will also find a greater uniformity in punishment than in any civil system of justice, here or in any other country. These are general statements, but each one of them can be proved by analysis of facts.

Of course, some criticisms of military justice are sound and just, as they would be in the case of any system of justice; but most of them are untrue and unjust. They draw unwarranted conclusions from single exceptional cases. This is a dangerous practice, particularly in view of the human trait of headlining mistakes and depreciating sound action. Although it may have defects, the American Army system of courts-martial, established by George Washington, provided for in the Constitution, enacted into law by Congress, and administered by patriotic and competent men in uniform, most of them civilian-soldiers, is the best and fairest system of military justice that the world has ever devised. It can be improved. It must be improved. It will be improved. The solution is not helped by incorrect statements, nor by unjustified criticism, nor by unsupported and unwarranted conclusions.

Changes in the Articles of War can come only from Congress. But the War Department recognizes an obligation to make sound recommendations to Congress. In arriving at these recommendations it welcomes, and always has welcomed, the suggestions and comments of all citizens. It has solicited suggestions from Congress, from lawyers, from editors. It has, after express clearance with Congressional Committees, appointed a group, selected by the American Bar Association, to assist in the study of this problem. It has indicated its willingness to receive specific suggestions from other bar associations or from other citizens.

In the early days of World War II, the Army, under its competent Judge Advocate General, started a continuing study of military justice, with Colonel Philip J. McCook, prominent New York jurist, as head of the study group. In July 1944, Colonel McCook was sent to study military justice and related subjects in the European, North African, and other Western Theaters. In December of that year, he was sent for a similar purpose to the Pacific.

Meanwhile studies were being made by the theaters. For example, General E. C. McNeil, from his broad experience in the European Theater, was compiling a list of possible changes in procedures and practices. This compilation was completed after VJ Day, and its results have been presented to the American Bar Association committee and are available to Congressional Committees.

It was felt by the War Department, and it has been recognized during other wars, both by the War Department and by Congress, that changes in court-martial procedures during hostilities not only might lead to confusion, but would almost inevitably prevent the calm, judicial atmosphere in which sound changes should be made. The day after Salerno or Iwo Jima, when the loss of good soldiers and fine soldiers was fresh in the minds of all, would not have been a time to determine the method of trial and the degree of punishment of bad soldiers who did not do their part and threw an added burden on their comrades who were faithful.

While procedural changes were not appropriate during the conflict, the War Department did start in June 1945 to review every general court-martial sentence in order to eliminate injustice and inequity. The review of these cases, some 21,500, has now been completed.

In the meantime the War Department's restoration system is proceeding apace. Under it, 33,000 general court-martial prisoners, a very large percentage of the total, have been restored to duty and thereby given a chance to redeem themselves, to regain their self-respect, and to earn an honorable discharge. This is a record unequalled in penal history, military or civil. The restoration process has justified itself, not only by the small number of restored men who have fallen again by the wayside, but also by the splendid service a vast majority of them have rendered.

It may be of interest to present briefly a few of the court-martial questions that are being studied in the War Department. Most of these questions lack novelty. They have been made in substance before, and many of them have been specifically rejected by previous Congresses. But they are being studied again in light of the broader experience which this war has afforded. Perhaps the most common complaint against the present court-martial system is that the same commanding officer who prefers the charges and appoints the members of the

court, is also the officer who is in command over the members of the court—and controls their promotions and assignments. He is also the reviewing officer of the first instance. Some change in this system seems desirable. But it is not too easy to decide what the change should be and how far it should go. It is argued on the one hand that the commanding general must have authority over all activities within his theater, that otherwise he could not maintain discipline. On the other hand, it is argued that unjust convictions or acquittals, or excessively harsh, or excessively light sentences, may result from the individual attitude of the commanding officer toward the particular case or class of case and from the effect of such attitude upon the court and upon both prosecution and defense counsel.

Among several suggested courses is the appointment of rotating courts, rotating prosecutors and rotating defenders, who will report directly to Washington, will be free of theater control, and will be stationed successively in various theaters, with the rotation so arranged that the same combination of court, prosecution, and defense will not recur.

Another suggestion frequently advanced is that, in trying enlisted men, the courts should include enlisted men. If this would give either the enlisted men or the public a greater measure of confidence in the fairness of military trials, it should possibly be adopted, although it has been argued that such courts might tend to interfere with orderly discipline. It has also been argued that enlisted men do not really want to sit on such courts or be tried by them.

There is a natural feeling in favor of not punishing a soldier more than a civilian in the same locality would be punished for the same offense. On the other side of the debate, one argument is that there should be uniform control, by deterrence, over the conduct of military personnel wherever they may be.

The Army believes it has led in the proper administration of criminal justice. It wants to stay in the lead. But whether in the lead or not, the Army wants to improve its system in every possible way, and to make it fair and impartial, as well as effective. The Army has wanted that from the beginning—wanted it and worked for it. And it will continue to work for a military judicial system that will accomplish reasonably its two sound objectives: Fairness to the accused and to the convicted, and protection of the Army and the public against crimes and criminals.

YOU'RE ON THE AIR

By

COLONEL ALBERT L. WARNER

General Staff Corps (Reserve)

Colonel Albert L. Warner served as official chronicler on THE ARMY HOUR during the war. He is now the Washington commentator of WOL and MBS. He headed the Washington Bureau of the N. Y. Herald Tribune before entering the radio news field.

IT will be a unique soldier who can start a personal literary career by writing for the radio. Unless he has the special qualities of a dramatist such as Norman Corwin or the equally peculiar qualities of a soap opera composer, he will not find it easy to make his own way on the radio. Even a successful writer of novels or drama runs up against a completely new medium in radio. (Of course, he *will* be blessed if he can devise a substitute for disembowled voices popping up, first in left field, then in right field, as the audience waggles its neck to keep up with the voices.)

To translate the experiences on Omaha Beach into listenable material needs a background of radio training in sound effects, mood music and special methods of presentation to an audience which can listen but still cannot see. The ability to transfer the listener to Omaha Beach requires an experience with radio as well as a personal depth of self expression.

Yet it should be said that the first-hand story of the man who went through that landing on the French coast is indispensable to the radio presentation. His experiences must merge with the technical handling of his story.

Unless the ambitious soldier is certain that he can combine sword, pen and microphone—which is an added weapon of the soldier now—he would do best to find an able collaborator.

There is a field for military commentary on the air. ("Either the Russians will invade Iran, or perhaps they will not"—God

forbid that kind of commentary!) But in peacetime, probably unfortunately, it is a diminishing field.

Here again the writer or commentator must be deft; military strategy must be combined with the strategic art of making the presentation interesting. Just before World War II, Colonel R. Ernest Dupuy, then on active duty, was able to practice this combination.

Yet another restrictive qualification is that an Army officer, if he goes into personal editorializing, will not be able to divorce his speaking career from his role as a representative of the Army. And trouble will result. It is hard to compete with the freedom of a commentator not in the Army.

With this out of the way, let it be said that radio right now offers the greatest field for furthering the interests of the Army, if not the interests of an individual. It offers an avenue of approach to the mass of the people.

Unlike the era after the first World War, this is a period when there is no question but that the Army must be kept as an integral part of American life. The safety of the United States is at stake. This is a period too, when, in the long run, the public will appreciate the role of the Army and will welcome information. Yet the pell mell rush for demobilization and the difficulties of selective service show plainly that there is a current selling job to be done. In peacetime, even in an uncertain peace, the Army is not in a seller's market.

It is obvious, therefore, that the Army must present its information in an interesting, entertaining way. It must reach the people. It is here that radio can perform the greatest service for the Army, if the Army is prepared to cooperate fully.

There are two approaches—the networks and the local radio stations. I want to deal principally with the latter. But in general, the same matters are involved, even though the needs of the networks and of the local stations may be divergent. The network programs must be of interest to the entire nation, while the local station is interested in the story of the Army personnel who are a part of its community.

Army posts and camps throughout the country have ready access to the local radio stations in their communities. The local commander can expect cooperation from them. They are always hungry to present special events of a local nature: a display of Army technology, up-to-date weapons and procedures, parades, band concerts and anything emanating from an Army post which will prove entertaining to the local listeners.

Occasional talks on military problems and objectives by the local commanders and specialists attached to the post fall into this category.

But the Army post should bear in mind that the station is always besieged by requests for time. The Army is a competitor for that time. Therefore it must make offerings which are well thought out. If its relations with the station are good, if it presents interesting subjects, it can take itself out of the ordinary competition and establish for itself a special welcome.

Don't approach a radio station with a simple request: "We'd like to have some time". First, the local commander should know the heads of local radio stations as well as the editors of local newspapers. His public relations officer should make sure that one of his first friendly contacts is with the program director, the special events director and the publicity director of the local station.

The second step is to offer a tangible program when you seek radio time. For example, a Fourth of July program could offer specifically a review of troops, with military and civilian leaders on hand; an armor demonstration permitting broadcasting from a tank; a band selection; a brief speech from the commanding officer, and so on.

Remember that, in offering such a program, you should make sure of the technical requirements of the station and be prepared to work with it in making needed facilities available.

Take advantage of the cycles of public interest. In the general drive toward food conservation, a post could do the Army good and the station would have an interesting program if a broadcaster, on the spot, could tell of the efforts in kitchen and messhall to avoid waste and conserve food.

In addition to one-time programs, the local post should be interested in getting complete series of programs on the air. In working out details for this, you should have a well planned schedule. Take, for example, the presentation 15 minutes weekly of the post band. It might include a two and a half or three minute talk each week by different personnel of the post to acquaint the public with different tasks of the Army—an interesting talk not detracting from the band's entertainment.

Two striking examples of how well bands can be used for both entertainment and the building of good will are the current series, *This is Your Country*, an Army Air Forces Band presentation, and *Division Diary*, presented by Army Ground

Forces using the official U. S. Army Band. Both of these programs incorporate fine entertainment plus a vital selling message from the Army. The programs tell a story instead of just listing one musical selection on top of another.

It may seem that commercially sponsored programs will present difficulties. On local programs any such question will arise infrequently. The general rule is that military personnel shall not be placed in economic competition with civilians in any manner to reduce civilian opportunity to earn a means of livelihood. While this largely applies to musicians, it could be construed to encompass other military personnel. But the appearance of an officer or enlisted man on a sponsored news broadcast is not in competition with civilians. The sponsored newscast is likely to have a large number of listeners; it presents a good opportunity for the appearance of a representative of the Army now and then. Nor are Army musical personnel barred from incidental (not regular) participation in a sponsored program.

The Army can promote its programs and create good will by being of special service to radio men. In the case of radio newsmen, they need basically what newspaper writers need—frank, helpful information and adequate replies to their questions. If there happens to be bad news at a camp, lay it out frankly. Tell what the Army's problem is. The Army had enough experience in the war with holding back bad news. It always leaked anyhow and the result was a small disaster.

For radio broadcasters at a special event, mimeographed background material is always welcome and can help the Army tremendously. It gives a chance to put across ideas of the service. The background may include biographies, past histories of units, significance and descriptions of weapons or other technical developments, and an explanation of whatever is the occasion for the special event.

Local, regional and national sight-seeing trips for correspondents are a good thing, but in moderation. Most stations don't have men whose time can be given to touring. The same applies, to much the same extent, to radio networks. Short trips are better than long ones. Also facilities to permit recordings on the spot should be more and more useful in placing programs on stations or networks.

The creation and carrying out of a public relations policy is a prime function of a commanding officer. The radio is there to help him if he will bestir himself.

WHY MEN RE-ENLIST

A review, by a member of The DIGEST staff, of a recent War Department study.

MEN who have had a taste of Army life and want more, re-enlist¹ (or enlist) principally for two kinds of reasons—negative reasons, and positive reasons—according to a research study recently completed by the War Department. Men enlisting for negative reasons consider the Army an expedient until something permanent shows up; those enlisting for positive reasons look on an Army career as an end in itself. Men who have been in the Army the longest and who are in the higher grades tend to give positive reasons. Those who have had relatively short service and who are in the lower grades tend to give negative reasons.

The study, made by the Research Branch of the Information and Education Division, War Department, conformed to the scientific principles developed by this group during the war. It was made among men at reception centers in four widely separated parts of the United States and represents the questionnaire answers of (1) men in the Army of the United States who enlisted for one year or eighteen months; (2) men in the AUS who enlisted for three years; and (3) men with previous Regu-

¹Results of actual enlistments and re-enlistments in the Regular Army from 1 June 1945 through 21 May 1946. (From Military Procurement Service, AGO). The enlistment and re-enlistment figures include 5,552 officers who took reduction to enlisted grades.

<i>Type of Enlistment</i>	<i>Total to 21 May</i>	<i>%</i>
Original (no prior service)	176,347	22.92
Enlistments (from AUS)	496,445	64.53
Re-enlistments (from RA)	96,548	12.55
Total	769,340	100.00

<i>Period of Enlistment</i>	<i>Total to 21 May</i>	<i>%</i>
1 year	160,643	20.88
18 months	197,340	25.65
2 years	9,702	1.26
3 years	401,655	52.21
Total	769,340	100.00

lar Army service who re-enlisted for three years. It also included a survey of men with no previous military experience.

Those men in the Army of the United States who take short term enlistments are motivated by a desire to know the exact date on which they will complete military service and be able to return to civilian life; or, if overseas, they use this device to obtain a furlough to the States. Their reasons are negative ones. They measure Army service in terms of a duty to be performed prior to taking up a civilian career. These men are mostly privates and pfc's; they have been in the Army a relatively short time (75% for two years or less).

When AUS men enlist for three years, instead of a year or eighteen months, they are attracted by the economic advantages of Army life compared to civilian life, as civilian life of today appears to them. The Army offers security; these men take it on for three years "because there is too much uncertainty in the world today." Men in this category are mostly noncommissioned officers. They have had two or three years service, and almost all of them have been overseas for considerable lengths of time.

Men who have Regular Army service behind them, on the other hand, are likely to consider the Army as a career, a satisfying and profitable one. They have pride in service, they like Army ways and the comradeship that comes from teamwork; they like travel and trade training; they like the security and the prestige that a profession provides. They are the professional soldiers, bulwark of national defense in the event of another war. The men in this group are considerably older than those in the other categories. They are more likely to be married; they are somewhat better educated than men in the AUS groups described above. Nearly three-fourths of them are noncommissioned officers; most of them have served for more than four years, and nine out of ten have been overseas.

The accompanying table summarizes the reasons for re-enlisting, or for enlisting after a tour of duty as a draftee.

It will be seen that, while draftees are inclined to enlist for short periods so as to go home on furlough, or to limit their time of service, men who have had Regular Army service re-enlist for specific financial benefits (such as retirement), or for other economic advantages, or because they like the Army as a career—all three reasons roughly attracting about the same percentage of men.

Escape from civilian troubles was also a frequent reason for re-enlistment (or enlistment). "The Army doesn't have as many bosses as civil life." "To get away from civil life before I go nuts." "Because I got tired of hearing civilian people tell me what a tough time they had during the war." "Because I was sick of the city." "To get out of farming." "Family troubles, and I like the Army."

Those who were attracted by the economic advantages say: "It was pretty darned hard finding a job on the outside at this time, with strikes and things." "No good jobs were available in my home town; conditions in civilian life are now uncertain. The pay in the Army is good; I could hold my rank; I could retain my allotment to my family. I find the Army is a good life." "Both civilian life and the Army seem in turmoil at the present time, and between the two I like the Army best. I have worked up from the bottom to the top and there is no sense in going into a civilian job and doing the same thing over." "The wages are too low and the cost of living too high. Make more in the Army."

The new 20-years and 30-years retirement provision was attractive to many. "I have completed eight years in the Regular Army and I plan to retire in my 20 or 30 years time."

The considerable percentage who look upon the Army as a career comment: "Because I would have a chance to see the world." "Because I am proud of being a soldier." "Because I

<i>Previous Army Service</i>	<i>As a Draftee</i>		<i>In Regular Army</i>
	<i>1 yr. or 18 mos.</i>	<i>3 yrs.</i>	<i>3 yrs.</i>
<i>Term of Enlistment</i>			
To limit period of service	20
To go home on furlough	39	11	2
Economic advantages	11	29	20
Specific financial benefits; retirement	2	7	26
"Career"; like the Army	2	13	22
Escape from civilian troubles	8	15	16
Travel; adventure	4	9	8
Choice of branch or kind of work	2	5	1
Learn a trade	2	8	..
Benefits of GI Bill	3	..	1
Patriotism; altruism	3	3	2
Self-discipline
Comradeship	2	..	1
Other reasons	2	..	1
Total	100%	100%	100%

think I have an interesting job in the Army." "Because I like the Army." "Because a man has a better chance of getting ahead." "Because people look up to soldiers."

The comments run the gamut, from the rather pious "I felt it my duty" and "My parents thought it would be good for me," to the blunt iconoclasm of: "Women trouble," and "Civilains are just out for themselves, but in the Army you work for the good of everybody."

Of the men who enlisted without previous military service, those who signed up for 18 months did so mostly to limit definitely their term of service; while those enlisting for three years were about evenly divided among: learning a trade, travel and choice of branch of service or kind of work.

AID

IN THE MAIL

To the Editor, ARMY INFORMATION DIGEST:

I am writing about the item "Honoring Old Soldiers" in the June issue of The DIGEST.

Although I know of no instances where units or organizations honor their soldiers for length of service, I call your attention to the fact that all soldiers are "honored" by the Army with a five per cent raise in pay for every three years of service. Moreover, enlisted men receive a re-enlistment "bonus" of fifty dollars for every year served in the prior enlistment.

Although the rewards are not accompanied by meetings or dinners, the monetary compensation must accomplish quite a bit toward lifting morale.

1ST LT. PHILIP R. JUDY,
Asst I&E Officer, 3543d AAFBU

WHAT SHALL HE TELL THE GERMANS?

By

MAJOR T. P. HEADEN, AUS

BY far the most numerous contacts that the German people have with the Army are through their daughters. Dancing in military clubhouses, sitting in German parlors, walking in the streets, the German fraulein and the American soldier have come to know, but not to understand, each other.

These girls belong to an age group that did not have even the tentative acquaintance with democracy provided by the Weimar Republic. For the most part they are persons who cannot remember much before the days of Hitler. Take a girl of 24 years. She was 12 years old when Hitler came to power and inundated Germany with Nazi propaganda. All of her formative years and a good part of her school years were lived in this atmosphere and her most recent recollections are of the terrors of war. Her life has been as different from that of her American boy friend as night is from day. She is not only ignorant of his background, but extremely curious. He is like a man from another world—a better world—and he is in a position to tell her about it.

Whether the soldier knows it or not, he is a teacher. He becomes the focal point for all eyes in the circle of Germans which forms around him. In it will be his girl friend, her parents, her uncles and aunts and various other relatives and friends. Some of them may belong to circles which have formed around other soldiers. Hence it is important that all soldiers tell the same kind of story to their German acquaintances.

Much of the time of the soldier and his girl friend is consumed in conversation, and much of that conversation centers on the differences between the German way of life and the American. Joe is just as curious and as eager to check up on what he has heard about Germans as Hilda is anxious to know about life under Roosevelt and Truman. Joe's first reaction to most of what he hears, the *heiling*, the weird picture Hilda has of the United States, is apt to be one of amusement. It

sounds pretty fantastic to him, but no more fantastic than the truth sounds to Hilda.

What he tells Hilda she takes home with her. Her parents and her uncles, older and wiser than she, who do not have the same temptation to regard Joe as an oracle, may not be as readily impressed. In fact it is almost a certainty that Hilda has some close relative who has been a casualty in our de-Nazification program and hence regards Joe and his philosophy somewhat bitterly. Such persons are going to ask questions that are more difficult to answer than Hilda's.

If they know Joe well enough, they will ask him themselves. He will find himself embroiled in a discussion which may be a bit over his head unless he has thought about these subjects, or unless his information-education officer has had the foresight to arm him with the answers. More often than not the answer is easy so far as Joe is concerned, but when he tries to explain it to a German he finds that it is meaningless.

One of the favorite German questions is "What does the United States want from Germany?" When Joe replies that we want the forces of democracy in Germany to take charge of her destinies and bring her back into the circle of peace-loving nations, his audience won't believe him. The German mind does not deal in such terms. So Joe must start with fundamentals and work up to that answer.

"Why did the United States concern itself with this war?" is another question which is difficult to answer so that the German will understand it.

The Nazis used truth as well as lies in their propaganda, which made it particularly insidious. For instance, Joe cannot deny that there were many strikes by labor during the war; that Congressmen rail at each other; that the President of the United States often is under fire, even in wartime; that political name-calling is fundamental in American life. Goebbels added all this up to paint a picture of virtually perpetual civil war. Joe can show that the Nazi answer was wrong. He already has had considerable help in this from the Army. All over Germany there is ample evidence that despite these differences, the United States achieved unity for Hitler's defeat.

The American system of government is a subject the German is deeply interested in. Hilda may not be, but her father is. He wants to know how a government works in which the President does not control the governors of states and the governors

do not control the mayors of cities. He may not understand all he hears, but it will set him thinking, which is necessary if he ever is to take part in a democracy.

This German father does not understand, nor does Hilda, that the people of a country can be responsible for the acts of their government. He was shocked, when we entered his town, to find that we consider all Germans beyond the pale, because they had permitted themselves to have an evil government. Had not the Germans worked hard for their country? Had they not been deceived by Hitler? Had they not suffered the loss of loved ones and the destruction of their homes and businesses? Had they not lost the war? Then why must they also endure being treated like criminals? Those are the questions that Hilda will ask Joe. Does he know the answers?

The legal presumption of innocence is another aspect of the American way that is fascinating to the German. Joe will do well to send his German acquaintances to a session of one of our Military Government Courts to study this phenomenon. There they will see their neighbors set free although they have been accused of crimes against our occupancy. They also will see a good many sent to prison for long terms, when the evidence against them leaves no doubt of their guilt. The German who has lived under Hitler must see this many, many times before he begins to understand it. To him, arrest and conviction have been synonymous for the last twelve years.

Multiply Joe by thousands and it becomes apparent that a powerful means is at hand for re-educating the German people. But Joe will need more information than he took to Germany. Not that Joe is ignorant; but rather that he has lived so close to American ways that, when asked to analyze them, he finds that he cannot. He is apt not to be aware of the differences between his way and the German way until the latter confronts him.

The I&E program can do a lot for Joe. One way would be to invite him to submit the questions he gets from his German acquaintances for discussion in the troop information periods. It would help if unit libraries were stocked with books from which Joe could get the answers himself; if unit information centers included visual aids that would strengthen his conviction and increase his knowledge; and if radio took its part in this information team-work.

But what happens to Joe among people steeped in Nazi philosophy? Nothing very bad. To be sure, Joe is going to feel

sorry for the individuals he meets; but he isn't going to forget that Hilda and her family were *heiling* Hitler until they were hoarse, from 1933 until Germany cracked. Furthermore, Joe is among people who know even better than he how Nazism failed, who are bitter over its failure and who want a system that will work.

Let it be remembered that Joe's Americanism survived whatever national philosophies he has encountered overseas. He feels no urge to trade his American citizenship for anything he saw in other countries. It is unlikely that he will find in Germany, which is a monument to disaster, any lure that will dim his Americanism.

"LITTLE BOY BLUE"

In its June issue, *The Atlantic Monthly* publishes a letter from Private Kevin Corrigan, combat infantryman, in which he describes a "mild-mannered little guy" who was his platoon commander. "Although he was twenty-one," writes Corrigan, Wilson looked about seventeen or eighteen, had blond hair, baby-blue eyes, and about as much of a beard as yours truly. His voice was high and his enunciation clear . . . He was very precise and GI. . . . The thought of this almost ridiculous little character leading a platoon of men into combat was too much."

How Lt. Wilson led his platoon, his company, any group of men who needed leadership, time after time, through attack and counter-attack until finally he was killed, is told simply in Corrigan's letter. He concludes:

"That's the story of 'Little Boy Blue.' I haven't exaggerated. He was a mild-mannered little guy, who we would have said shouldn't be in the infantry had we seen him in Washington. He didn't chew tobacco, he didn't smoke, drink, or swear. But time and again he showed no fear. Maybe he had a complex, but I think it was more than that. He knew there was a job to do and wasn't sure it would be done if he didn't do it. He was the driving factor of the whole company. He was a good infantry soldier."

"To my mind Wilson proves one big thing. Men in all divisions and companies are about the same. They all have their brave men and their cowards, but the big thing is the leader. A good leader is everything. Men will follow a good leader any place. If there is no leader, there is confusion and panic. If the leader is poor, the organization is poor. Once in a while an enlisted man will take over; but still, brave as he may be, he won't get the following a brave officer will get. Every company needs a Wilson, but the trouble is they don't last. If all leaders (squad, platoon, and company) had been on the ball, there wouldn't have been the need for such extreme leadership as Wilson's. I've seen brave men, but no one like 'Little Boy Blue.'"

As ever,

KEVIN

THE QUESTIONS MEN ASK

By

CAPTAIN HARRY L. CHUPACK

Air Corps (Reserve)

ONE is the more satisfactory devices by which a commander may keep his finger on the pulse of his unit is the question box. This is a plain wooden or metal box, prominently labeled, with a slot in the top, placed in a location convenient to the men. It should be kept locked, and should be emptied daily by a designated officer, usually the unit information-education officer or his company assistant. The box provides a method by which members of the command may obtain answers to questions which disturb them or may seek information on general subjects. It is not necessary that the slips of paper containing questions be signed, though that is desirable.

The box alone will not do the job. The men must be shown the box, they must be told about it, and its use must be explained. Above all, they must be convinced that their questions will be answered.

In the day's collection there naturally will be a fair assortment of questions by "Smoe" or "Kilroy" or whatever fictional character has this role at the post. Do not throw these slips away. Use them to advantage, for some actually make good sense. Others, while pointless, can be used to advantage by getting a laugh from the men—which also helps the question box plan.

What are some of the questions you can expect? How many are just plain gripes? Should such gripes be answered? All gripes *can* be answered, and in many instances they can be a cause for action. Here are a few typical examples of questions asked in my outfit, and how they were answered.

Why must we wear sun helmets while on guard duty at the gate?

Offhand this one may sound silly, but after careful study we found that wearing helmets was a major problem. The helmets were uncomfortable, the wind whistled through them, they were

cumbersome, they kept falling off. The commanding officer was advised of the findings and an order soon was issued doing away with the helmets.

Why do we have more frankfurters than we can eat, but when steak or roast beef is served it always runs short?

A checkup showed the statement to be correct. But the answer lay in what the men were doing. Under the ration-in-kind system of general messes, messhalls were allotted an amount of food that tallied with their ration strength for the previous day. When frankfurters were served, the word got around and the PX and restaurants did a heavy business. Therefore the messhalls in this consolidated mess fed a good many less than the ration strength called for; consequently the figure for the next day's mess for correspondingly lower than the actual strength. It roast beef or steak was on the menu, the mess did a land office business but did not have enough to go around. The facts were explained to the men and on frankfurter day the messhall had a full complement.

I work nights until 0200. I get up at 1000 and have no place to go. Why can't they open the service club at noon rather than at 1600?

The answer to that one was simple. The special services officer said that the service club had to be cleaned, and if men wanted it opened earlier, the cleaning detail would have to go to work earlier. It did.

These examples cite some action that was taken to alleviate situations. There were other questions for which only explanations could be tendered. The men wanted to know why only a small number got passes to cross the border to Mexico. The answer was that obviously a small Mexican city of three or four thousand couldn't accommodate 10,000 men nightly. Good relations with our neighbor mean a lot to the United States. The explanation satisfied the men and there were no more gripes.

Why can't corporals and privates live off the post?

The answer: A city with limited housing facilities just could not handle the additional families. Here again the Army had to cooperate with its neighbor. The answer didn't please the men, but it did serve to take the blame from the commanding officer's shoulders.

Most of the questions concerned the individual soldier and dealt with local conditions and problems, either of fact or of fancy. The factual matters we dealt with; the fanciful matters always got an explanation.

Naturally, you will get questions that are irrelevant and immaterial, but as time goes on and the value of the boxes becomes apparent this kind of question is less and less frequent.

During the war we got many technical questions regarding tactics. One I&E officer made a special trip to Fort Sam Houston to confer with infantry officers regarding technical data which was requested many times by the men, so that they could be intelligently informed.

After our question box program got under way, we had many questions that merely asked for information. There were many questions on world affairs and on government policies. All questions were treated with equal care.

No matter how obvious a question, or its answer, all questions should be dealt with. That is the crux of the whole matter; the reason why it succeeds. A man who knows he will get an answer has confidence in the command.

The methods employed to answer the questions were varied. In many instances the TIP (Troop Information Period) meetings were the medium. There were times, however, when the post newspaper was used, if the problem interested everyone. The post information center also came into use and boasted that it had never been stuck by any question until someone telephoned, asking how many islands there are in the Pacific ocean. Many questions could not be answered for days, since research was necessary. But they were always answered.

In addition to the central question box, the men had boxes in their own units and areas. Some organization commanders placed question boxes in the orderly rooms. At every TIP meeting these boxes were mentioned. The officer in charge often would say at the end of a meeting, "Does anyone want a slip of paper in order to put a comment in the question box?"

Here is the question box formula in a nutshell:

1. Plan the location of boxes intelligently, where they will get the traffic.
2. Do not rely on a box alone, help it along.
3. Keep reminding the men of the boxes.
4. Use other aids, such as newspapers, bulletin boards, telephones.
5. Read par. 91, TM 28-210; it suggests methods.
6. Use the questions. If an answer is needed, give it. If action is necessary, take it.

COMBINED OPERATION PRO

By

MAJOR R. B. M. MCBANE, AUS

WHEN a vicious Jap counter-offensive broke out on Bougainville early in March, 1944, it set the stage for the climax of a public relations "combined operation" unique in Pacific war annals.

Veterans of early Solomon Islands campaigns might have doubted that Army-Navy-Marine public relations ever could work in close harmony. The inevitable inter-service rivalry was highest between Army troops and Marines, since they had fought together on Guadalcanal and New Georgia. Each soldier and Marine naturally had his own positive theory as to which side deserved the most credit in those campaigns! The Marine Corps was organized for effective public relations and the Army wasn't, but feelings sometimes ran high.

Yet on Bougainville, only a year or so later, a frontline Army soldier never knew whether he would be approached by an Army photographer, a Navy PRO or a Marine combat correspondent—or all three.

The history of this PRO cooperation was the reflected history of general cooperation in Admiral William Halsey's South Pacific Theater. Sandwiched between the powerful Central and Southwest Pacific theaters, SoPac carried on its own little war against the Japs, using Army, Navy, Marine and New Zealand air, ground and sea elements as one united team. Tactically a Navy theater under Admiral Nimitz, SoPac was strategically under General MacArthur. Yet this divided command seldom caused complications. Generally it was a private show, with Admiral Halsey at the helm.

Chapters could be written on the pleasant, amazingly effective teamwork of this happy SoPac family. All staffs were "combined" staffs, with capable officers from all the services working efficiently together. The most obvious manifestation was in the daily air activities over Rabaul, where heavy and medium bombers of the Army's 13th Air Force would fly mis-

sions with New Zealand P-40s flying low cover, Navy Hellcats in middle-air, Marine Corsairs and Army Lightnings flying high. Navy and Marine dive and torpedo-bombers filled out the picture.

After sixteen weeks of this combined air onslaught, Rabaul was reduced from Japan's heaviest-defended outer-perimeter base to a useless shambles, deserted by ships and planes. During that period 891 Jap planes were destroyed (including 816 shot out of the air) plus 198 probables. Our plane losses were less than 200. Forty-one ships and 145 barges were sunk or left burning. Ten major Jap airfields were completely neutralized and several other paralyzed. Tens of thousands of Jap troops were cut off from air and sea support, helplessly isolated on by-passed islands. Rabaul, itself, was mercilessly "pattern-bombed" until nothing but ruins remained.

Public relations in SoPac took its cue from the theater philosophy of teamwork, with similar success.

During the New Georgia campaign, Army public relations began to get under way. Public relations officers, "in addition to their other duties," managed to grind out a fair amount of individual and unit publicity. However they had difficulty getting enlisted assistants, since there was no T/O provision for them and the PROs were closely tied to G-2 staffs. They watched with envy as experienced Marine combat correspondents and photographers thoroughly covered the Marine tanks and troops involved, while thousands of Army troops went unsung.

Navy PROs, mostly concerned with high-level activities, did an excellent job of handling war correspondents, daily communiques and other theater headquarters tasks. They had little or no unit publicity or "home-town" coverage in the field.

The New Zealand air and ground forces were fairly well set up, with PRO-correspondents and enlisted assistants in the field and their own censors to sit in at theater press headquarters.

Combined PRO operations actually began when an Army lieutenant was assigned to duty with forward area press headquarters on Guadalcanal late in 1943. Intended only as a press censor to advise on Army security matters, he soon was handling public relations matters as well, with the war correspondents at the Guadalcanal press camp.

The theory that he would attend only to Army matters quickly disappeared in a cooperative attitude where everyone was working for SoPac forces. Soon Marine PROs from their

nearby headquarters began dropping in daily and the New Zealanders put a censor on full-time duty in Guadalcanal. If a Navy strike was called, all these PRO forces combined to handle it. If the Army was getting heaviest action, or the Marines were particularly hot, or the New Zealanders were on a tough operation, the same held true. All this was possible only because of the encouragement and congeniality of the Navy PROs and censors, who technically had final authority and responsibility in the theater.

The way it worked out was sometimes confusing to newcomers. A Navy-accredited war correspondent, fresh from Central Pacific's facilities and strict Naval control, would arrive at Guadalcanal (a Navy theater, he had been told) to be met by a New Zealand enlisted man in a Marine jeep and driven to Navy headquarters, where an Army lieutenant would sign him in, brief him and fix him up with quarters in a Navy quonset hut. Or it might be any variation of these elements.

Or a new Army unit would arrive and the PRO would approach Navy headquarters to get his briefing. There, if the Army man was out, he would be greeted cordially by a Navy lieutenant who would win his heart and confidence completely with a cold can of beer and an enthusiastic description of what Army public relations had done and could do in the theater. The Navy man would tell him all about Army censorship, policy and channels and urge him to attend the daily Navy press conferences, to meet the press and bring in all his handouts and problems.

Then there was the time when a Navy fighter squadron was getting hot up in the islands, with no PRO set-up to gather, write and dispatch the much deserved home-town stores. The Navy PRO at Guadalcanal couldn't get away and had no enlisted men to send up as scribes; therefore a Marine PRO promptly sent two of his ace combat correspondents up the line to write reams of good Navy copy.

It went on like that every day. The Navy PRO in charge of writing daily headquarters communiques would be up the line; so the Army man would take on that job. The Army and Navy PROs would be out for the afternoon; so the New Zealand censor, who had no censoring to do and no official reason for being there, would hold the fort, handle the press and process Army, Navy and Marine PRO problems. Six Navy pilots would come down for personal decoration and the Army lieutenant would introduce them to the press, get the dope and write their home-town stories. Whoever was available did the jobs as they came

up; the old school tie was forgotten and "SoPac forces" became the only important affiliation.

Just as this theory of theater public relations was hitting its best stride, the Bougainville powderkeg blew up. The 3d Marine Division had landed there early in November 1943, and secured a beachhead at Empress Augusta Bay. They cleaned out about 3,000 Japs and drove the rest to the hills and then turned over the holding to the Army's 37th and Americal Divisions. With the Army guarding the 36-mile perimeter, three airstrips were built and we were a long jump closer to Rabaul and Kavieng. Meanwhile, about 20,000 crack Jap troops were organizing and scheming, back in the island's dense interior.

Late in February a Navy PRO came down from Army headquarters at Bougainville with a report that the Japs were going to hit our perimeter full force with an artillery bombardment beginning March 7, to be followed by mass troop assaults. PROs advised the press, telling them it looked like a rough show, with two divisions spread thinly over a 36-mile line. A large scale Navy strike against Kavieng had been planned for that week and the correspondents had to decide which to gamble on. All but one decided the Navy strike would be a bigger story. Only Denis Warner, a veteran Australian soldier and correspondent, chose Bougainville.

The Jap artillery, mostly mountain 75's opened up on the beachhead on 8 March. There were dozens of 75's in the hills surrounding the bay, lugged across the island by foot soldiers with incredible effort and excellently emplaced. They shelled heavily the first day or two, stopping traffic on all our strips. This reputedly was the heaviest Jap field artillery concentration and bombardment of the Pacific war. Our counter-battery fire and dive-bombers soon got the range, however, and knocked out most of the Jap pieces. Our 90-mm, antiaircraft guns did yeoman service, many of them being emplaced in the lines and leveled off for shooting-gallery effect.

Then the ground assaults began. Thousands of Japs would hit a small sector of the perimeter in waves at night in a determined effort to break through to the beach. They always dented or penetrated at the chosen, unpredictable spot and after a night of wild, helter-skelter fighting in and around the foxholes and dugouts, they would be driven out in the morning. Heroes—and stories—developed faster than they could be counted.

The Army's XIV Corps, in command at Bougainville, had a

good public relations setup, with staff and facilities to handle routine home-town material and the usual daily business. The two divisions each had fair organization, too; but no one was prepared for a show like that one.

Warner had it all to himself the first hectic week and wrote some of the finest combat copy to come out of the Pacific. But ironically it was all going to Australia, which had no troops involved. In Guadalcanal headquarters at the time there was only one Navy PRO-censor and the Army censor. The skeleton civilian press corps, left behind to cover headquarters while their colleagues went on the Kavieng strike, couldn't leave. They were desperate for copy from the biggest show in the theater.

While everybody fumed and fretted down south, the new co-operation policy saved the day. A Navy PRO assigned to Bougainville for routine fleet activities jumped into the breach and began sending down long, well-written background stories to add color and "meat" to the daily communique from Corps. He even went out after the best individual action stories and did dozens of fine features—all on Army men. They were a godsend to the civilian correspondents at headquarters, who were able to file full, colorful accounts every day on an action hundreds of miles away.

Finally the ships returned from their Kavieng foray—a strike which produced very little good copy—and the correspondents began flocking to Bougainville. With the return of Navy staffers, the Army censor packed his stamps and pads and proceeded north to do on-the-spot censorship and what public relations work he had time for. Navy and New Zealand censors arranged to cover routine Army matters at headquarters. Just before he left, the 3d Marine Division PRO came over and offered a couple of his combat correspondents to cover Army action and write home-town features. The offer was gratefully accepted.

The pay-off came a few days later when soldiers in the front lines at Bougainville were startled to see a corporal with USMC printed on his fatigues drop into their dugout, set aside his carbine, take out pencil and paper and say: "I'm a Marine combat correspondent. What's your name and what's cooking?"

Many of them were getting used to seeing a Navy officer turn up at odd places in the lines, but this was too much! These men were veterans of Guadalcanal and New Georgia. The Marines were you-know-what. Yet here was one writing stories about them for the home-town gazette.

Contrary to dour prediction, the Marine was not shot the first time he showed up in Army territory. There was a lot of kidding and jibing, but the infantrymen greeted him warmly, broke out a K-ration and told him all about themselves. They never quite got the idea. When he'd tell them the Marines sent him up to do Army stories, they figured there was a gag somewhere; but they were glad to talk to him.

There had been quite a furor when he first showed up at Corps headquarters. The Corps PRO was in the midst of telling the Marine he'd best get back down to the beach and stay the hell out of the lines when the Army censor appeared and explained all. The Corps officer finally agreed, reluctantly, but he took a dim view of the affair; so the Army censor accompanied the Marine on his first tour, as a check against any possible bad reception. There was none.

The Bougainville show went on for three weeks, with desperate, determined Japs hitting the perimeter almost constantly. At the end of that time their back was finally broken and they had piled some 12,000 dead in front of our lines, including thousands of 6th Division, veterans of the 1937 "Rape of Nanking." The souvenir market was terrific and so were the stories. No one could write fast enough to get them all down on paper, but hundreds were written, thanks to combined efforts of Army, Navy and Marine PROs on Bougainville and the cooperation of New Zealand officers in Guadalcanal. The press had a field day and so did Army public relations. Every handout was a good story in those days, well worth any paper's space.

With the crushing of Jap resistance on Bougainville and the reduction of Rabaul, the South Pacific forces had "won their war." A few months later the theater was written off as a separate entity and incorporated into the Central Pacific scheme. Most of the Navy PROs went to Pearl Harbor, the Army men went to Southwest Pacific, the Marines moved into Central Pacific islands and the New Zealanders went home.

Wherever they scattered, though, you could hear them reminiscing on "SoPac's happy family" and how public relations there was a pleasure, with no jealousies or competition. The war correspondents liked it, too, and many kind words were spoken for Admiral Halsey's press set-up in the larger, more comfortable headquarters of Central and Southwest Pacific.

The PRO motto of SoPac, "If you can't lick 'em, jine 'em!" was voiced facetiously on many occasions. In all seriousness, it had much to recommend it as a working theory for public relations.

PREPARING THE DAILY NEWS SUMMARY

By

CAPTAIN FREDERICK A. NILES

Field Artillery

A TROOP Information Program must work on the principle that the men know the daily news and are able to relate what they read to what has gone on before and may happen in the future.

Undoubtedly the best medium for directing the soldier's attention to a specific problem and keeping him interested and abreast of developments on the national and international scene is the regular mimeographed daily news summary.¹

Let us assume that you have your commanding officer's OK, but that you have never before had any experience as a news summary publisher. What is your first action?

Your first step will be to arrange with the post or unit publications section for mimeographing the news sheet each day at a regular time. Obviously you will set an hour that will give you time for distribution and enable you to deliver fresh news.

Next, you will need some basic materials that can be obtained through quartermaster sources or from the publications section. Here is a list of items that will get you under way.

- One good typewriter.

- A mimeoscope (trade name) which is simply a box with a frosted glass top and a light inside. If you cannot obtain

¹ Authority is granted for the news summary in War Department Circular 360, 1944. TM 28-210, The Information-Education Officer serves as a guide to its preparation and use. War Department Circular 466 authorizes paper for daily news bulletins from the administrative supply.

the manufactured article, you can make your own. The wooden box should be 20 inches long and 12 inches wide. Make it 4 inches deep at one end and 6 inches at the other. The opening for the glass should be 9 inches wide and 16 inches long. Insert nails or screws at the top of the frame to hold the stencil in place. Any type of light connection available can be used inside the box.

Four styli (as a starter). Numbers 405c, 470, 410x, 410s, are recommended.

Three letter guides, preferably numbers 722, 723, 724. These are plastic outlines of the letters of the alphabet and also include numerals, dollar sign, and so on.

One flexible writing plate. This is a transparent screen made of a soft material, enabling you to cut sharp lines with your styli on the stencils.

Two screen writing plates, Numbers 1627 and 1639. These, which are of pebbled plastic, you place under a stencil and rub to get that stippled or shaded effect necessary to good cartoons or maps.

One bottle of stencil correction fluid.

One bottle of stencil glue.

Now you are ready to start. You will want some type of heading—the “banner” in the jargon—to identify your news sheet. If you try hard you may be able to arrange for a colorful heading printed in advance on the mimeograph paper. If you cannot get approval for this, the heading can be drawn on a stencil and the required number of copies run off in advance. This is better than making a new stencil heading each time, or regluing the heading to the new stencil.

What are you going to print and where are you going to get it? A news sheet, if it is going to be read, must have late news that scoops the available newspapers. Some camps have solved the problem by getting late news copy from the local radio station, or by actually having a news wire coming into the post. If you are not so fortunate—and the chances are you won't be—a standard radio can be used to pick the news off the air. Just before you start to write, listen to a news broadcast, taking down the important facts. You won't get every word, but you will find that it is not hard to get the key points.

With your news stories in mind, determine your layout or

just how you want your page to look. Preferably, it should vary from day to day to lend interest. A mimeograph machine will print seven inches of copy across its width. Therefore, to guide your typing, draw one-half inch margins along each side of your eight-inch copy page. Next decide whether you want your page in columns (three maximum—the two-column page is better) or combinations of columns and boxes. Use a sheet the size of the finished product, working with a soft black pencil. You are making a dummy; “dummying up” is the name of the operation.

To cover the major developments in the news sheet it will be necessary to combine your news stories under a general geographical or subject matter head. For instance, if you have approximately the same amount of news stories from the international and national scene, a possible breakdown might be to place all overseas items under the head: INTERNATIONAL. As sub-heads for each article you might well put the names of the countries in one, two, or three combined news stories.

Aim to place the late news items in context with other related events in the past week, month, or even year. Except for accidents, fires, and so on, most news that should be featured is the result of a series of events that lead up to the specific item in today's news. For example, the dispatching of an official note by our government to another is not a single event. It is rather an incident or culmination of a series of events. The news sheet editor should strive to place today's item in the right place in the chain of events. This brings meaning and understanding to what the soldier reads about the happenings in the world from day to day.

With your broadcast notes supplemented by today's newspaper to check spelling of difficult names, and with your layout completed, you are ready actually to type the news on a dummy page. This last step can be eliminated if you are a good writer and typist and feel you can type on the stencil without error.

From time to time you will want to show a map, cartoon or drawing to illustrate the news or to enliven the news sheet. Freehand maps or cartoons of course require some artistic ability, but anyone can trace reasonably presentable illustrated material. If you want to make a map of an area, find in an atlas a map that shows the section you want to illustrate. Usually you will not find a map of the exact area in which you are interested. As an example, a map of the European con-

inent can always be found, but you want a map of Poland. From the large map take the section you want to feature. Trace this area with the aid of carbon paper on a plain sheet of paper. Do not show every last city, river and railroad—keep it simple.

Now place the map on the mimeoscope, cover with a flexible writing plate, and put the blank stencil on top. The outline of your tracing will show through clearly. With one of your styli (preferably a fine ball type 410xs) draw the outline of the map on the stencil. Either print in the names or the areas and cities freehand or type them in with a typewriter. The screen writing plate will give clear sharp lines and will help to avoid tearing the stencil. To further embellish your map or cartoon you can shade in areas or shadows with the screen writing plates which come in a variety of effects.

You do not have to make your map or cartoon on the same stencil on which you write the copy for your news bulletin. You can instead use any odd piece of stencil to make your illustration and then glue it into a cut-out space on the copy stencil. You will need a special glue for this purpose, but that is obtainable at a publications section or through the QM.

If you want to use headlines or larger lettering for any specific effect, the lettering guides are used. These come in a variety of sizes and styles. But frequently you will find that in making your maps or in using your lettering guides the stencil tears slightly. If this happens, use the correction fluid on the tear and then place a piece of cellophane over that area before you attempt to draw that particular line again. The cellophane, through which you will draw, protects the torn area.

To further aid you in your illustrated materials, Camp Newspaper Service, 205 E. 42d Street, New York City, periodically sends out—on request—pictures, maps and cartoons already cut in a stencil. These can be cut out and pasted into your copy stencils with the special glue. After one using, do not throw these illustrations away, for they can be used at least four times, even though the job of gluing them after they have been inked once is a trifle messy.

You will find it helpful to maintain a clipping file in which you save important news stories, maps, and materials related to the news.

With this basic information plus a little ingenuity on your part, you can put out a news sheet that will immeasurably aid you in your mission of getting the news to the soldier.

ARMY EDUCATION — — CUM LAUDE!

By

CAPTAIN RALPH LEWIS

Infantry

THE unit school at Camp Swift, Texas, started two years ago as an off-duty education program. Then when Japan surrendered, it was enlarged and converted into a duty-time school. Three administration buildings, seven two-story barracks, and two mess halls were taken over. The barracks were partitioned into classrooms, complete with desks and blackboards, and one of the messhalls became a well-equipped library and study hall. The smallest administration buildings served as the admittance office.

None of the buildings are ivy-covered; neither are they arranged in quadrangular forms; but in essence it is a "university." For within the confines of that make-shift campus there are faculty men, classrooms, students who study, printed catalogs of courses.

The faculty consists of three civilians aided by twenty-three Ground Forces officers and enlisted men, all of whom show real enthusiasm for their work. "President" of the school is the Commanding Officer of Camp Swift. "Dean of Men" is the chief, Information-Education Branch. "Registrar and Director of Studies" is the assistant I&E officer.

The curriculum consists of seventy-five courses on the high school and college level. As in a university, the courses are determined by the needs of the student body. For those preparing to enter college there are courses in algebra, physics, chemistry, languages and social science. Those who wish to complete high school courses interrupted by the war can study history, English, mathematics, mechanical drawing, and many of the other courses required for high school graduation. Many

of the students not interested in high school credits or college preparation, study practical courses in blueprint reading, animal husbandry, soil conservation, air conditioning, and heat and ventilation. The school has 3,000 textbooks, provided by USAFI, as well as visual aids, working models of motors, typewriters, drafting boards, and the other tools of instruction which go to make up a well-equipped educational institution.

The student body numbers a little over 500 soldiers, almost all of them high point men awaiting discharge. They sign up for six-week semesters, and their sincerity is shown by the way they apply themselves to their work in the classroom. The men are getting something they want, and they make each minute count. In one class I visited, the discussion, led by a first lieutenant with five battle stars on his ETO ribbon, was animated and sincere. In the class in typing, conducted by one of the three civilians on the faculty, I saw forty students, all industriously pecking away at their typing lesson. According to the instructor, the students pick up the complicated art of taking shorthand in one half the time normally required—probably because they approach the course from a basis of genuine interest. In another class in English Composition, led by a Pfc. who had served on Okinawa, I listened as the students read aloud the compositions they had worked on the previous night—essays, informally and in some cases surprisingly well written. Here was a school where students were not loafing on their old man's dough.

Further liaison between the unit school and the State Department of Education has resulted in an educational feature which has proved very popular with the students. On frequent occasions many classes journey to the University of Texas in Austin, thirty-five miles from Camp Swift, for additional lectures and demonstrations. Government transportation is furnished for all trips.

"Swift University" and those officers and men responsible for its operation deserve high praise for their noteworthy work. The high esteem in which the entire school is held by military personnel at Camp Swift, especially those hundreds taking courses, was indicated by the remark of one student, who said: "Like everybody else in the Army I've had my share of grief, but this school deal makes up for a lot." He was getting out in a few weeks and was planning to enter college. The Army can well afford to be proud of "Swift University."

INTRODUCTION TO THE WAR DEPARTMENT

*One of a series of articles
describing the mission and
functions of agencies of the
War Department.*

HOW ATTITUDE RESEARCH WORKS

*By the staff, Research Branch, Information and Education
Division, War Department*

FOR more than four years, the Army has conducted attitude research studies among troops. These studies have provided factual data and estimates of soldier opinion on which high level policies have been based. They have enabled the War Department to save the taxpayer millions of dollars; they have brought greater comfort to troops during the rigors of campaigning; they have enabled commanders to answer the everlasting "Why?" that men ask about training, about demobilization, about scores of things the Army does that sometimes do not make sense to the soldier. Properly used, they enable the staff planner to estimate the situation soundly before writing a directive; and they furnish the troop commander with a broad guide in estimating the morale of his men.

Staff officers and commanders should understand that the findings on a particular subject, taken from samplings of men in a variety of units and situations, cannot be rigidly applied to a particular organization. The fact that 62% of the combat troops studied preferred the combat jacket to the OD field jacket for winter wear, does not mean that 119 men of Company B had the same preference; nor did the fact that 70% believed that the War Department's demobilization plan was sound insure that 134 of the men in Company C held the same opinion. It is not the purpose of the Research Branch of the War Department to provide a yardstick for any particular 100 men, but rather to show, with scientific sureness, the facts for the Army as a whole, or for a particular broad segment of it. Applied on this broad basis, Army attitude research findings are remarkably accurate. The techniques developed by civilian market research experts, by the Gallup

poll, by *Fortune* magazine and other public opinion polling agencies have been adapted to military use, and have a margin of error ranging from 4% when 1,500 men are sampled down to 3% when 3,000 men are sampled. In some instances, where questions of age, education and other personal characteristics are used, the variation from AGO records is only 1%.

Who initiates a research study, and how is it conducted? Although requests for studies are usually initiated in a staff section of a high headquarters, an idea for a study may be submitted through channels by any organization or unit. Indeed, the War Department encourages commanders in the lower echelons to offer suggestions, not only for the determination of factors in their own units but also for studies of wide range. Approval of a study project rests with the War Department or with a theater or department commander, providing the commander has at his disposal a team of trained research specialists. Within the War Department, the final decision rests with the Chief, Information and Education Division. Studies within the continental limits of the United States or in theaters and departments which do not have approved research teams, are made by trained research personnel provided by the Research Branch, Information and Education Division, War Department.

When approval is given for the study of a particular problem, the initiating agency goes into conference with the research staff, to determine whether research will help solve the problem and, if so, what type of research is best suited to the situation. The commonest type of research is the cross-section study, in which a cross section of the Army is queried by the questionnaire method. Frequently this comprehensive method is not necessary; a reconnaissance-type study is sufficient. Under this plan, expert interviewers question officers and men in the field on all aspects of the question. When these experts have the "feel" of the subject, based on a wide range of interviews, they report to the asking agency. This is the quickest type of research study, useful for giving a rough, over-all estimate of the situation.

Another type of research is the experimental study. It is frequently desirable to determine accurately the effects of certain War Department policies. An example is a rehabilitation booklet issued to patients in hospitals giving them a general idea of what they could expect. The booklet was written in a

light, breezy style, which, it was feared, might be offensive to the patients. An experimental study showed that the patients overwhelmingly approved.

The cross-section study, most frequently used technique, employs the printed questionnaire as the core of its operation, and consists of interviews with groups of men. Depending on its purpose, a study may be made of the Army, of a theater, or specific categories of troops (hospital patients, combat soldiers, etc.) When the study is to cover all men in the Army, theater or other general category, sub-classifications are included, so that there will be a comparison between Air Forces men and Ground Forces men, combat soldiers and rear echelon troops, and so forth.

The questionnaire is prepared by the research staff in consultation with the interested staff section. Interviewers are sent into the field to "sound out" the troops informally on problems bearing on the subject to be studied. Questions that will provide the exact type of information desired are chosen from this "sounding out" test. The questionnaire is then completed on the basis of this preliminary work and is tested on small groups of men, to insure that all questions make sense and will be understood by all men.

The complete plan for the project—its purpose, scope, contents of questionnaire, selection of groups to be tested, and administrative arrangements—is then cleared with the staff section concerned and submitted by the research director to the commander for approval. Selection of groups to be sampled is carefully made, to insure a completely representative cross-section.

Groups of men in the field are then selected in accordance with the approved plan. The men are assembled in small groups, and strict anonymity prevails. A specially trained member of the research team explains the purpose of the study, and makes it clear that only the frank opinion of the men is wanted, and that they are not being tested or spied upon. If the group is composed of enlisted men, the leader is an enlisted man, and for most types of studies no officers are present during the session. No names or serial numbers are placed on the questionnaires. Illiterates are sometimes personally interviewed by enlisted men trained for this purpose. The questionnaires are then turned in, assembled and tabulated by electrical machine equipment. The findings are

analyzed by specialists in attitude research, and statistical data, with expert interpretation, are released to the agencies concerned. The approved plan for the project normally prescribes the use to be made of the findings—whether they are to be used exclusively by the requesting agency, presented to higher authority as a basis for action, or published for wide distribution. During the War, the Research Branch, Information and Education Division, War Department, published most findings, with interpretation, in a monthly periodical, *What the Soldier Thinks*. Currently, research studies are normally made available only to agencies concerned and to the War Department, except that, from time to time a review of certain studies is published in *THE ARMY INFORMATION DIGEST* and other approved periodicals.

How long does it take to make a study? There is no one answer to this question. Some studies have been completed in a week; others take months. A study of the post-war plans of troops required nearly a year. Most studies, however, take from four to eight weeks, depending upon their priority and the degree of their complexity.

The most frequent criticism of the research program comes from officers and men who doubt the validity of a study, because they themselves were not interviewed, nor have they ever known anyone who has been interviewed. It is the same criticism that is usually directed against civilian research organizations. It springs from a misunderstanding of the scientific methods employed. In finding out what soldiers think, throughout the Army or a large segment of it, it is no more necessary to interview all men, or even a large proportion of them, than it is for a physician to take more than a few cubic centimeters of blood in order to learn the condition of a patient's blood stream. Only typical samplings need be made. However, if relatively small percentages of men are to speak for many, they must be scientifically selected, so as to be representative of the many. The actual number of men who need to be interviewed on any given survey depends on the amount of detailed information as well as the degree of accuracy desired.

It has been said of certain types of Army research studies that they sometimes lower the morale of the men interviewed; that if men are given an unrestricted opportunity to express their frank opinions about factors related to morale, they are

inclined to magnify their troubles and build up imagined "gripes." However, when two groups of men were given tests to determine the validity of this criticism, it was found that men whose questionnaires emphasized "psychologically upsetting" questions answered just about the same as men whose questionnaires gave the "psychologically upsetting" questions the same value as routine questions.

"Why can't I conduct my own survey?" a commander asks. "Anyone can ask men questions." The measurement of opinion is much more than the simple process of counting Yes and No replies. Research represents a highly specialized field of social-psychology. Such technical terms as interview rapport, question bias, sample stratification, matching of control groups, scaling of attitude items—which mean little to the commander—are as important professionally as are windage, deflection, triangulation and zeroing. Therefore, only trained research personnel are permitted to make Army surveys, and each research project must be approved by the Research Branch in the theater or the War Department.

Research studies recently completed or currently in work include studies to determine men's reasons for enlisting and reasons for not enlisting in the Regular Army. These studies were requested by the Personnel Procurement Section, Enlisted Branch, AAF, and the Recruiting Division, G-1, Headquarters, Army Ground Forces. Preliminary estimates have also been made of the number of men that can be expected to enlist under various conditions of increased pay.

At the request of The Surgeon General, a study is being made among a representative sample of patients in Army general hospitals to determine recreational and vocational preferences; attitudes and interests of patients with respect to individual guidance in counseling programs; educational interests; in short, to measure attitudes relevant to building up the morale and speeding the recovery of hospitalized soldiers.

The War Department has been concerned with the influence on our soldiers' attitudes toward occupation duty in Germany. A recent study showed that problem attitudes of a cross section of troops stationed in Germany (Sept. 1945) existed in no greater degree than they did for a cross section of troops in the United States (May 1946).

To assess properly the value of the many research studies of the Army would, in itself, be a tremendous research project.

For example, how does one measure the values accruing to the Army from Training Circular 87, 17 November 1942? This circular set up a more effective physical training program for the Army based on controlled experiments conducted by the Research Branch.

How much was it worth to the War Department that research studies on soldier savings conducted in several overseas theaters served as the basis for planning an effective promotional campaign resulting in increased savings? The net result was less uncontrolled spending overseas by U. S. soldiers, a factor which had threatened foreign economies.

Research studies, conducted after we had been at war for over a year, presented conclusive evidence of the seriously low prestige of the Infantry and a correspondingly low motivation among the men in the Infantry. A campaign was then conducted to give the Infantry special attention in the news. Moreover, it was decided to issue Expert and Combat Infantryman's Badges, and to provide for special promotions and pay for combat infantrymen. It was of significant worth in the conduct of the war that as a result of these policies, later research studies revealed marked improvement in the prestige of the Infantry and increased "job satisfaction".

The Research Branch developed and standardized a brief, self-administered questionnaire referred to as the "Neuropsychiatric Screening Adjunct". This device was adopted by The Surgeon General for administration at induction stations to all inductees as a basis for selecting those who required examination by psychiatrists. (War Department Memorandum 40-44, 19 September 1944). Thousands of "problem men" who would not otherwise have been screened, were thus picked up by the NSA. Any thoughtful and impartial consideration of the hundreds of attitude studies made both here and overseas tells its own story of the job that this type of research has done for the Army.

AID

P R D NEWS LETTER

*Prepared by the staff of the
Public Relations Division, War
Department Special Staff.*

No Review—No Censorship

CORRESPONDENTS and photographers representing American news media, local or national, no longer have to submit for review the material they secure on visits to Army installations. The War Department Public Relations Division recently notified all major continental commands that the review clause in all agreement forms should be abrogated immediately.

The security and classification of all information concerning the Army, military activities and materiel must be protected at the source by the personnel involved. No longer can careless PROs depend upon the blue pencils of reviewing officers to correct their mistakes and to delete objectionable material.

Army personnel should be most cooperative in assisting the newsmen in checking the accuracy of prepared material, provided the writer or the media voluntarily presents the story or pictures for checking prior to publication. There is no objection to voluntary review, but there is no basis for compulsory submission.

The review clauses in the usual agreement and waiver form should be removed or invalidated and news representatives informed of the new policy. If Army PROs will carry out this policy there will be no cause for the recurring complaint that the Army is still indulging in censorship, either directly or indirectly.

This policy change in no manner affects the requirement for military personnel, writing for publication, to submit their manuscripts for clearance prior to publication.

Working With The Recruiting Service

A splendid opportunity now presents itself for the PROs of the various Army installations to get acquainted with the recruiting centers established in a large number of American communities, with a view to working as a team.

The personnel assigned to recruiting are selected and trained

to use all available channels for presenting the Army to the local public. By mutual assistance, the PROs can help evolve a workable local community relations program that will aid immeasurably in establishing the prestige of the armed services with the taxpaying citizens.

The recruiting officer should be kept up to date on the activities and plans for the nearby installations. In return he will become a roving ambassador of good will for the local commander. His assistance will be found most beneficial in remedying perplexing local problems. As a team, the PRO and the recruiter can interpret the Army to the public and assist the military in achieving its enlistment goal.

Local Release Becomes National Publicity

Too often field PROs worry about getting some space nationally to publicize their installation or one of its newsworthy activities. Too much time is spent trying to get some national magazine or other medium to cover a particular event or activity.

When well prepared, well thought out, newsworthy releases, either editorial or pictorial, are presented to local newspapers and regional wire and photograph syndicates, national publicity will result; and widespread distribution will result from placing a story with your local or regional newspaper friend.

The local newsman is often in the best position, through his knowledge of background material, to interpret the Army story and rewrite it for press association wire coverage. It may not seem as important as a page or two in *Life* or the *Saturday Evening Post*, but it will pay dividends in greater circulation with less disappointment.

Installation PROs are authorized not only to release to their local newspapers but also to the state and regional offices of the press associations and the picture syndicates.

Thank Your Friends

All too often PROs are prone to accept a special courtesy or favor, or even an extra fine break in the newspapers, as a matter of routine that should pass without notice.

A note of thanks or appreciation for some deed or activity that is out of the ordinary will improve public relations. Many people, firms, and organizations are doing special services and

favours. Thank them. It will pay off. If the PRO doesn't do this, who should?

Remember Special Occasions And Anniversaries

One of the surest ways to keep the public informed about the various branches of the service, along with the entire Army, is for a PRO of a camp, post or station to keep a calendar of newsworthy occasions and anniversaries involving various components of the Army and then refer to them in his press releases. This will prove especially effective in preparing speech material.

Each arm and unit of the Army has a proud background and no PRO will make a mistake if he takes the time and effort to work in some pertinent facts and data concerning each outfit at the proper time. There should be no place for jealousy—only for pride in achievement and success.

The *Liaison Bulletin* from time to time has carried a full schedule of anniversary dates within the Army. If you do not have bulletins on permanent file, write the Public Relations Division, War Department, for them.

Read Copy Before Mailing

No copy should be sent to news media without at least one final reading to correct errors. Even so, no one can expect one hundred per cent perfect copy. Present indications, however, are that some PROs are being careless and sending out not only stories containing easily correctable errors but mistakes that prove embarrassing to the Army.

As a general rule, news copy should be double-spaced on one side of the paper only. Several installations have resorted to the practice of mimeographing stories, using both sides of the paper. There are few handout stories that a city editor will take time to have retyped. When faced with the necessity of using more than one page, PROs can well remember that many good newspapers use the rule that "If a story runs over one page of copy—it's too long. Cut it."

About Photographs

The public likes to know what Army equipment is included in pictures. On recent occasions, several papers have pointed

out they received good newsworthy photographs in which the persons were identified, but no information was included in the caption telling about the vehicles, guns, and other materiel shown. If it's a tank, tell them what kind; if it's a gun, tell them the caliber and type; if it's classified, it shouldn't be shown anyhow.

Stunt photos backfire. There is no place in Army public relations for press-agented gag photos. Such photos are usually apparent and easily spotted as fakes; then the War Department must take time to answer many communications on why the Army wastes time and supplies for no apparent reason.

News Is Perishable

News is a perishable item and cannot be kept in the icebox over a week end, or even over night, while the PRO relaxes. On two recent occasions newsmen have been told by PROs that they would have to come back at some other time. In one instance the PRO merely was quitting for the day, and in the other he was home; it was Sunday, and even if something was happening he wasn't due back until Monday. The PRO, or his assistants, should be available to assist the press twenty-four hours a day. When he is away he should make the necessary arrangements for a competent substitute.

"No Comment"

There are other and far more original answers to press queries than "No comment." Newsmen are becoming increasingly irritated by this answer to a large proportion of their questions. A reasonable question, offered in good faith, deserves a more intelligent reply than just "No comment."

AID

I&E NEWS LETTER

*Prepared by the staff of the
Information and Education
Division, War Department
Special Staff.*

EDUCATION

New Circular

Information-Education officers should be on the lookout for a new War Department circular devoted to Army education programs. This circular will be published soon and will include sections on the following:

- University Extension Courses (new policy)
- GI Discussion Group Pamphlets (new issues)
- Educational Advisement (materials available)
- GED Tests (Policies on decentralization)

Surplus Books

The Education Branch, I&E Division, is declaring surplus to the War Assets Administration a number of texts excess to the needs of the Army program. Arrangements were made recently whereby the Veterans Administration obtained certain excess USAFI materials for use in VA hospital education programs.

Record Players

Officers in the field are reminded that record players for use with educational discs may be purchased from unit funds.

USAFI

The Secretaries of War and Navy recently approved a plan for the continued operation of USAFI. Effective 1 July 1946, the Navy and civilian educators will have a greater share in the development of USAFI policies. The extensive services now offered will be continued.

Two USAFI conferences explained the plan approved by the Secretaries and also considered common problems. One conference was held in Honolulu, for the Pacific area, on 7, 8, 9 June and one in Madison for those in Europe, the Caribbean

area and the Z1, on 24, 25, 26 June. The Chief of the Army Education Branch, the OIC Educational Services, Navy Department, and the Commandant of Headquarters, USAFI, attended both conferences.

The third edition of the USAFI Catalog should be available to all camps, posts, and stations on or about 1 August. This edition will supersede USAFI Bulletin No. 4. It is planned that the new catalog will be effective for at least one year.

Due to the reorganization of the Army, the quotas for I&E officers attending the conferences at Headquarters USAFI, have been re-allotted. Army Ground Forces, Army Air Forces, and the various technical services will now have quotas.

The Tokyo Branch is now rendering lesson service in the Western Pacific area in place of the AFWESPAC Branch. In effect, A Branch USAFI services have been shifted from Manila to Tokyo, and AFWESPAC Branch is now a B Branch.

Three mobile registration vans offering "over-the-counter" services, are now operating in the European theater.

INFORMATION

Army Talk

The citizenship theme will receive additional emphasis in future numbers of Army Talk. There will also be discussions of the modern way of life and its impact on the American scene and on our people. The topics are listed below, not necessarily in order of production or by the exact title. However, the titles do indicate the areas to be covered.

Rent, Buy or Build? A discussion of the pros and cons involved in dealing with today's real estate market, from the standpoint of the soldier.

Speed—How Fast Do We Travel? A discussion of the increased tempo of modern civilization and what it means.

City Government. The spirit, philosophy, and functions involved in the operation of today's city.

How Must We Act to Make Friends Overseas? A discussion of the alleged misconduct of the US soldier overseas.

What Does the Army Do Beside Fight? The role of the Army in assisting with the management of the Nation.

Why the Army Has Been Reorganized? The new Army Area plan and how it will work.

Has the War Changed America? A discussion of what has happened to us and the Nation as a result of the war.

How Educated Are We? An analysis of the American people and the educational standards they have achieved.

What Were the Basic Issues of World War II? Why we fought and what we must do to win the peace.

The United Nations. A discussion of the progress achieved this year.

INFORMATION... FOR THE ASKING

Q. What is the basis for distribution of The DIGEST.

A. The DIGEST is published by the War Department and is distributed through adjutant general channels. In general, copies go to all headquarters down to and including the regimental, post and group level. Distribution to a headquarters includes one or more copies for the commanding officer and one copy each for his public relations and I&E officer. The additional copies sent to the commander are for distribution within his staff or unit as he desires. Many commanders desire that, in addition to themselves, The DIGEST should be read by their chiefs of staff and executive officers, their inspectors, and their directors of training and personnel. The formula printed on the inside cover of The DIGEST sets forth the details of distribution. The symbols are explained in FM 21-6, or will be explained by the publications officer. It is essential that personnel charged with local distribution follow the formula. Reports from the field indicate that the entire shipment of an issue is frequently delivered to either the public relations officer or the I&E officer. This is incorrect; it is essential that each receive his quota of copies, and that the commander, especially, receive copies designated for him. If copies are not received by about the middle of the month of issue, within the continental limits, an informal request for copies should be made to the post publications stockroom or publications officer, and by him to the appropriate AG Depot or Air Materiel Command Depot. Requests for back issues should be addressed to The ARMY INFORMATION DIGEST, *Carlisle Barracks, Pa.*

AIS NEWS LETTER

*Prepared by the Staff of the
Army Information School, Car-
lisle Barracks, Pa.*

School Reorganization

With the appointment of Colonel Frank Dorn, Field Artillery, to the post of assistant commandant, Brigadier General Williston B. Palmer, Commandant, Army Information School, announced a reorganization plan, designed to fit the general organizational pattern of other Army service schools. Colonel Dorn, served during the war as commanding general of the China Training and Combat Command, and as artillery commander and acting division commander of the 11th Airborne Division in the Philippines and Japan.

On 15 June, the Academic Department was replaced by three separate departments: the Department of Public Information; the Department of Information and Education; and the Department of History, Economics and Government.

Under this reorganization, the Department of Public Information is charged with responsibility for preparation and presentation of subjects peculiar to the Public Relations Course; the Department of Information and Education handles all subjects peculiar to the Information and Education Course; and the Department of History, Economics and Government presents those subjects common to both courses.

The Extension Department—which comprises an editorial section, THE ARMY INFORMATION DIGEST, a research unit, book department and reproduction plant—was not affected.

Information and Education Training Conference

A three-day Information and Education Conference—sponsored by the I&E Division of the War Department, and designed to familiarize command echelons with the latest methods of establishing and operating I&E programs in the field—was held at the Army Information School, Carlisle Barracks, Pa., 5 to 7 June. Fifty officers attended on behalf of the G-3 and A-3 Sections of all major commands in the Zone of Interior.

IMPORTANT BOOKS

Reviewed by Col. Jos. I. Greene,
Ret., Editor, The Infantry Journal

Report by The Supreme Commander to the Combined Chiefs of Staff on the Operations in Europe of the Allied Expeditionary Force. Washington: The Government Printing Office. 123 Pages, 11 Maps; \$1.00.

This is General Eisenhower's official account of the invasion of Europe, the liberation of France, and the final defeat of the German armies on German soil. The report covers not only the campaigns but also the high-level planning and the tremendous build-up of supplies that brought victory. The book is a must for the working public relations and I&E officer in his job of setting forth the accomplishments of the Nation and Army in World War II.

The Huckster. By Frederic Wakeman. New York: Rinehart & Company. 307 Pages; \$2.50.

A novel about radio advertising, with much stiff criticism and insight. Fast reading, too.

Impresario. By S. Hurok (in collaboration with Ruth Goode). New York: Random House. 291 Pages; Illustrated; \$3.00.

Life success story. Mr. Hurok makes many observations on the movies as art and business.

The Last Chapter. By Ernie Pyle. New York: Henry Holt & Company. 246 Pages; \$2.50.

Ernie's Pacific writing of the months before he was killed on Ie Shima. These last reports deserve equal praise to that given to the other two war books.

Tomorrow Without Fear. By Chester Bowles. New York: Simon and Schuster. 88 Pages; Cloth \$2.00, Paper \$1.00.

We can keep producing at the top war rate—and far more. The capitalistic system, helped by Government, can do the job. But the country must create the buying power and then use its entire annual income before production will go forward to new heights. In twenty years, says Mr. Bowles, the man now making around \$4,000 a year could be making nearly \$10,000.

Sgt. Mickey and General Ike. By Michael J. McKeogh and Richard Lockridge. New York: G. P. Putnam's Sons. 185 Pages; \$2.00.

General Eisenhower's orderly through the war gives his intimate story of his great chief.

Blue Book on Argentina. New York: Greenberg. 58 Pages; \$1.00.

A reprint of the State Department's officially released documents on facism in Argentina—one of the stiffest statements ever issued by our government about a foreign power.

Diary of a Kriegie. By Edward W. Beattie, Jr. New York: Thomas Y. Crowell Company. 312 Pages; Illustrated; \$3.00.

American correspondent, captured by the Germans, describes the disintegration of the Nazis during the year before VE-day.

The Roots of American Loyalty. By Merle Curti. New York: Columbia University Press. 242 Pages; \$3.00.

Good background study, by the author of *The Growth of American Thought*, into the origin and development of the feelings we have for our country today.

Campus Versus Classroom. By Burges Johnson. New York: Ives Washburn, Inc. 268 Pages; \$3.00.

The weaknesses and shortcomings of American education discussed with much frankness by a writing teacher of thirty years experience.

Autobiography of William Allen White. New York: The Macmillan Company. 669 Pages; Index; \$3.75.

Fascinating life story of a fine American who was a successful newspaper editor and short-story, article and novel writer, as well as a successful, liberal politician. Friend of many great men, White understood politics and how it worked. His autobiography is one of the best books from which to gain understanding of American county, state, and national politics over the past sixty years; and the relationship of newspapers, politics and business.

Empire and the Sea. By Fletcher Pratt. New York: Henry Holt & Company. 446 Pages; Illustrated; Index; \$3.50.

Deeply interesting account of Britain's naval war against France and Napoleon from 1793 to 1905. Mr. Pratt makes use of excerpts from the newspapers, pamphlets, and other publications of the day. This is the first (in time) of several volumes on Napoleon on which the author is engaged. The second of the series appeared several years ago—*Road to Empire*.

Concise Chinese-English Dictionary. By Shau Wing Chan. Stanford University Press. 390 Pages; \$4.00.

Some 5,000 principal Chinese words are given with characters and with Romanized standard pronunciation. There is a clear explanation of Chinese tones. The dictionary should be very useful to those who do not feel they need a larger reference.

DIGEST OF LEGISLATION

*Prepared by the Legislative and
Liaison Division, War Depart-
ment Special Staff.*

1. *Extension of the Selective Training and Service Act of 1940, as amended, until July 1, 1946. (Public Law No. 379—79th Congress).*

This law extends the Selective Training and Service Act of 1940 from May 15, 1946 to July 1, 1946, with the following amendments:

- a. *Exemption of fathers:*

After May 14, 1946, no individual who has a child or children shall be inducted without his consent for training and service under this Act. As used in this paragraph the term 'child' includes a child legally adopted, a stepchild, a foster child, and a person who is supported in good faith by the individual in a relationship similar to that of a parent and child; but such term does not include any person eighteen years of age or over unless such person is physically or mentally handicapped.

Every male citizen of the United States, and every other male person residing in the United States, who is between the ages of twenty and thirty, at the time fixed for his registration, or who attains the age of twenty after having been required to register pursuant to section 2 of the Act, shall be liable for training and service in the land or naval forces of the United States.

2. *Prohibition of prostitution in the vicinity of military and naval establishments. (Public Law No. 381—79th Congress).*

The Act to prohibit prostitution in the vicinity of military and naval establishments which was approved July 11, 1941, and which included provisions for its expiration, is made permanent by this law.

3. *Evacuation and return of the remains of war dead. (Public Law No. 383—79th Congress).*

This law directs the Secretary of War, in the case of unidentified remains, and upon application by the next of kin, in the case of identified remains, to return such remains of all who died outside the continental limits of the United States after September 3, 1939, if they were either (a) members of the

armed forces (b) civilian employees of the United States (c) United States citizens contributing to prosecution of the war (d) or such other citizens of the United States, the return of the remains of whom would serve the public interest. Interment is to be at places designated by the next of kin or in national cemeteries.

The authority of the Act is limited to a period of 5 years after the President's proclamation of the cessation of hostilities with Japan, except insofar as it is necessary to carry out requests of the next of kin filed within that period.

FILM REVIEW

*Prepared by the staff of the
Information and Education
Division, War Department
Special Staff.*

Army-Navy Screen Magazine

THREE films, directed toward the mission of overseas soldiers, will be incorporated in *Army-Navy Screen Magazine* releases during the next three months.

Seeds of Destiny, Issue No. 75, released in June, shows the conditions and needs in the hunger and famine areas of foreign countries.

GI Ambassadors, Issue No. 76, shows soldiers on-the-job in occupied countries.

Unfinished Business, Issue No. 77, drives home the fact that there is a lot to be done before the German war machine can be marked out of business. It describes how we are setting about the job of demilitarizing manpower and the Nazi war machine.

New Films Available from Foreign Sources:

A Defeated People, British Information Services Film, running time 20 minutes. This is the first official British film on occupied Germany. It was made with the cooperation of the Allied Control Commission and deals with the British occupied section of that country. It is a very good film which the I&E Division may procure as an official information film. It stresses the importance of occupation by the Allies at this time, when new blood is beginning to flow in the German veins. At present, it may be obtained on a loan basis by addressing the British Information Services, located at 907 15th Street, N. W., Wash-

ington; 360 N. Michigan Avenue, Chicago 1; 30 Rockefeller Plaza, New York 20; and 260 California Street, San Francisco 11.

Now The Peace, produced by National Film Board of Canada, running time 20 minutes. Branden Film Exchanges, 1600 Broadway, New York, N. Y., Rental \$2.50 per day of use. This is a dramatic screen story of the global plans for peace. It clarifies basic aspects of the organization and program of the United Nations. It serves to stimulate discussion and understanding of the patterns for building the peace.

China's Pattern For Peace, running time 9 minutes. Sun Dial Films, 625 Madison Avenue, New York, N. Y., Rental \$1.50 per day of use. Chinese Industrial Cooperatives which have emerged from the years of war, and bring nearer to fulfillment Dr. Sun Yat Sen's principle of economic security for the people, are dealt with. Examples of various cooperatives are shown.

Despotism, running time 11 minutes. Encyclopedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6. This film presents the thesis that all communities can be ranged on a scale running from democracy to despotism. Animated drawings and direct photography introduce the student to the technique of observing communities intelligently to determine where they would stand on such a scale. The two chief characteristics of despotism, restricted respect and concentrated power, are defined and illustrated. Two of the conditions that have promoted the growth of despotism are explained and exemplified. These are: slanted economic distribution and strict control of the agencies of communication. Final summary sequence recapitulates the main facts of presentation. This film is a companion piece to *Democracy*.

Democracy, running time 11 minutes. Encyclopedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6. Animated drawings and direct photography are used to present the nature and meaning of democracy. The two characteristics of democracy, "shared respect" and "shared power," are defined and described in simple terms. This film then discusses two important conditions which have historically promoted growth of democracy: a balanced economic distribution and enlightenment. The final sequence brings the main facts of the film together in summary. Like the companion film *Despotism*, this picture deals with basic concepts in such a way as to make them comprehensible to all.

RADIO REVIEW

*Prepared by the staff of the
Information and Education
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Informational And Educational Radio Programs

DURING July and early August use of radio for overseas troop information purposes will be considerably increased, with the distribution of a new series of Armed Forces Radio Service original programs. The series will include authentic programs on the occupation soldier as an ambassador of American democracy; on displaced persons; on the fighting histories of divisions and units assigned to occupation duty; and on countries which are centers of conflict in international affairs today. The programs will feature leading actors and actresses of stage, screen, and radio, and will be directed by leading motion picture directors. Messages in these new programs will be similar to those of outstanding War Department films on troop information subjects.

The transcriptions, which will be distributed weekly in the AFRS Basic Information Library, will be available for general station broadcast and for use on playback units in troop information hours.

Overseas commanders should find these new series important aids to the building of morale for the occupation mission, for securing troop cooperation in maintenance of discipline and encouraging soldierly behavior, and for general informational and educational purposes. Their use by AFRS stations should be coordinated with the I&E needs of the overseas command. It is recommended that they be auditioned and studied, and that plans for promotion be inaugurated, before the programs are scheduled. Only by vigorous promotion and scheduling at peak listening hours can they be effective. The War Department recommends that these fifteen minute programs be scheduled immediately following leading AFRS entertainment features, to guarantee maximum listener availability. The new AFRS series are to be distributed exclusively to overseas commands.

In addition to these new features, during July and early August the following educational series will be distributed to

AFRS stations overseas, and to Zone of Interior Army and veteran's hospitals:

This Is the Story

Crime Wave
Thanks for the Memories
Fall of the Roman Empire
Horace Mann and the 3 R's
James J. Hill
Hold That Line

Science Magazine Of The Air

The Battle That Never Ends (Insect Control)
The Rise of Industry (The Industrial Revolution)
The Purchase of Life and Health (Insurance)
Windows of the World (Eye Surgery)

Heard At Home

One to four programs selected from *American Forum of the Air*, *America's Town Meeting of the Air*, *People's Platform* and *University of Chicago Round Table* are selected each week for distribution overseas and to Army and veterans' hospitals in the United States. Because these discussions are produced and distributed by Armed Forces Radio Service within less than two weeks following domestic broadcast, it is impossible to furnish advance titles of individual programs. Each program selected is an outstanding discussion of an important controversial issue before the people of the United States.

Our Foreign Policy

Individual programs in this series of official and semi-official discussions by members of the government likewise are produced and distributed by Armed Forces Radio Service within less than two weeks following domestic broadcast, and therefore cannot be announced in advance. Each program reports on an important development in the conduct of United States foreign policy.

AID
